



Assessing Assessment

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Learning Outcomes

- Participants will be able to:
 - Evaluate an Assessment Plan
 - Evaluate an Assessment Report
 - Improve Assessment Plans & Reports

TEAMWORK



Catalyst for Rubric

- Accreditation (Northwest Commission on Colleges and Universities)
- VPSS interest in programs' **closing the loop**
- Need for a standardized mechanism to evaluate divisional Assessment Plans and Reports

TEAMWORK



Rubrics

■ Plan Rubric

- Student Learning Outcomes (SLO)
- Performance Indicators (PI)
- Assessment Methods (AM)

■ Report Rubric

- SLO Achievement Description
- Key Findings Narrative
- Program Modifications Narrative
 - Made
 - Proposed
 - Being contemplated



Student Learning Outcomes

- **Outcomes** (SLOs) in Student Affairs are statements about how students &/or the University are expected to benefit from program activities
 - SLOs describe:
 - A direct benefit to students (gain leadership skill)
 - A benefit to students &/or the University (increase diversity)
- **SLOs** are concise, measurable statements
 - Concise - single outcome
 - Measurable – tangible data source



Performance Indicators

- **Performance indicators** (PIs) are student behaviors or products that appear to be measurable.
- **PIs** specify a tangible performance that can demonstrate achievement relative to a learning outcome
 - A PI is the evidence that informs the SLO.
 - Only behaviors, responses, products can be measured.



Assessment Methods

- **Assessment Methods** (AMs) describe how a PI will be assessed.
 - **Who** will review the PI
 - **What** will be reviewed
 - **Directly** – direct assessment methods require students to **demonstrate** something
 - **Indirectly** – indirect assessment methods ask students to **reflect** on their experience
 - **How** will the PI be reviewed (against a standard)
 - **When** will this occur



Assessment is a 'Formal' Process.

- Assessment Reports are **public** documents
 - Reports are **not** the end (annual or cyclical)
 - Should be useful to the program
 - Should be useful to the client
 - Explain how data inform achievement of each SLO
 - Summarizes salient findings
 - Describe:
 - Program improvements (changes)
 - Assessment Plan modifications
 - Difficulties, challenges, circumstances



SLO Achievement Description

- A **narrative** that describes student achievement relative to each SLO is essential.
 - Narrative may include specific data - not essential.
 - “An overwhelming majority of program completers maintained or improved their GPA during the semester.”
 - The Report may also be used as a program document, so specific data (& sources) can be archived.



Key Finding Narrative

- This section could/should describe **analysis** or **synthesis** of the SLO Achievement Descriptions &/or collected data
 - **WHAT** do the results mean?
 - **WHAT** are the results telling the program/staff?
 - More than simply re-state SLO descriptions
 - May include reasonable speculations – hypothesize!
 - Speculation should be based in the findings - AND
 - Aligned with SLOs and Achievement Descriptions



Program Modification Narrative

- Programs are asked to indicate the changes, if any, for the program
 - **First**, program modifications need to be linked to assessment finding.
 - It is reasonable to discuss program modification which:
 - Have been made **or** being planned **or** being contemplated
 - Modifications are programmatic adjustments!
 - **Second**, document program changes, if applicable, by updating the Assessment Plan.



Hands-on Activity

- Review handouts individually – 5 minutes
 - Sample Assessment Plan and Report
 - Rubric

- Small Groups – 5 to 10 minutes
 - Discuss and Rate (record ratings)
 - 1st SLO, PI, & AM (on Sample Plan)
 - 1st SLO Description, Key Findings, Program Modifications (Sample Report)

- Large group discussion & consensus



Conclusions: Intended Outcomes

- Assessed the Plans and Reports
- Provided feedback to VPC
- Baseline data for comparisons for next year
- Attention to closing the loop and making assessment based decisions
- Our findings:
 - More detail in Assessment Methods
 - Make sure SLO is linked to PI is linked to AM is linked to program modification
 - Focus on one or two things per year and revise



Conclusions: Unintended Outcomes

- Training and Education
- Team Development
- Staff Development
- Increased Confidence



THANK YOU